DOCUMENT RESUME

ED 418 963 SP 037 929

AUTHOR Van Looy, Linda; Vrijsen, Mike
TITLE A Multi-Dimensional Analysis of Feedback by Tutors and Teacher-Educators to Their Students.
PUB DATE 1998-00-00
NOTE 20p.
PUB TYPE Reports - Research (143)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Feedback; Foreign Countries; Guidance; Higher Education; Physical Education; Preservice Teacher Education; Secondary Education; *Student Teacher Evaluation; *Student Teachers; Student Teaching; *Teacher Educators; Teacher Student Relationship; *Tutors
IDENTIFIERS Belgium

ABSTRACT

This study analyzed guidance given to student teachers in Flanders, Belgium, by their tutors and teacher-educators, tutors' and teacher educators' written accounts, and teacher-educators' guidance discussions. The study included 895 guidance reports written by 29 tutors, which included 7,589 remarks. There were also 135 reports written by 13 teacher-educators, with 3,127 remarks. Researchers coded the data focusing on concreteness of statements, communication of statements, corrective statements, and methodological-didactic statements. They determined differences in amounts of remarks made by tutors and teacher-educators during 50-minute lessons. To analyze oral guidance discussions, they used 72 audiotaped discussions for 9 students conducted by 4 teacher educators. They transcribed and coded the discussions according to person speaking, style of interaction, guidance strategy, and topic of discussion. Results indicated that the amount of remarks made per lesson depended more on tutors or teacher-educators than student teachers. Teacher-educators made three times more written remarks than tutors and gave more feedback regarding the organization of the lessons and study materials; tutors emphasized the study materials themselves. Data from the guidance discussions indicated that teacher-educators spoke for most of the discussions, with an informative guidance style and little effort to involve students. A closed guidance framework was used to make conclusions. Topics of discussion emphasized lesson content, organization, and relationship with pupils. (Contains 15 figures and 13 references.) (SM)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED 418 963

# A multi-dimensional analysis of feedback by tutors and teacher-educators to their students

**Linda Van Looy and Mike Vrijsen**[1]

**Free University of Brussels**

## 1. The target group in Belgian teacher training:

In Belgium, more specifically in Flanders, student teachers have a training period within which they visit a school and take over a teacher's class, while the teacher observes their lesson in order to comment on it afterwards. Teacher-educators also visit the school regularly, attending their student teacher's class, after which they discuss the class with their trainee. This means that both tutor and teacher- educator discuss the lesson. This is intended to allow the student teacher to learn how to teach, leading towards a lesson at the end of the training-period which will function as an exam, or an evaluation of the student based on the lessons which the tutors attended.

The amount of training lessons a student teacher gives depends on whether they are being trained at a university or at a technical institute. Such institutes give a 3 year training program following completion of secondary education. Universities however, offer a 1 year part-time program following the completion of a 4 or 5 year degree. This has definite effects on the training program. Students from technical institutes spread their training over 3 years and receive 450 hours of training in pre-school, primary and (the lower grades of) secondary schools. University students attend 10 lessons, and give 20 lessons in (the higher grades of) secondary schools, except students in pedagogical sciences and physical education, who receive 120 hours of training in a technical institute or secondary school.

We chose to work with university students in Physical Education for our study because the length of their training period is situated between that of a student from a technical institute and one from a university. Another reason for our choice is that these students teach also the lower grades of secondary schools, as do students from technical institutes.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

M. Vrijsen

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.



[1] Free University of Brussels, I.D.L.O., Pleinlaan 2 , 1050 Brussels, Belgium
lvlooy@vub.ac.be mvrijsen@vub.ac.be

BEST COPY AVAILABLE

SP037929

## 2. Purpose of the study:

Although many proposals for guidance of student-teachers can be found in the literature, there is a lack of published research concerning the effectiveness of guidance during teacher training. We thus chose to begin by analysing the tutors' and teacher educators' written accounts. Following this, guidance discussions carried out by teacher educators in Flanders were analysed.

## 3. Analysis of tutor and teacher educator's written guidance-reports:

### 3.1. Research method:

We opted for multi-dimensional processing of the factual material. This allows representation of every element of a report in all its complexity, without risking the loss of vital facts.

This method implies, after having determined a series of analysis-units, that each element of a report will be coded according to as many independent categories and dimensions as possible. Each analysis-unit must then be categorised in each of the defined dimensions. If the categories of a dimension overlap, it is necessary to eliminate this dimension.
Obviously, this kind of multidimensional system depends upon the full content of the reports, as well as the knowledge of the researchers and the assisting experts with regard to the definition of dimensions and the assignment of categories.

895 guidance-reports were analysed, written by 29 tutors, with a total of 7589 remarks. In addition there were 135 reports written by 13 teacher-educators, with in total 3127 remarks.

### 3.2. The reference framework for analysis:

We are of the opinion that every remark made by a tutor or teacher-educator can be represented in all its complexity in this four-dimensional reference structure, after the elimination of any overlapping features.

| DIMENSION | CATEGORY |
|---|---|
| Concreteness of statements | Vague<br>General<br>Definite |
| Communication of statements | Advisory<br>Information<br>Deduction<br>Determining<br>Questioning<br>Judgement |
| Corrective statements | No correction<br>How to correct<br>Why to correct |
| Methodological-didactic statements | Contents<br>Organisation<br>Transfer<br>Interaction<br>Observation<br>Class atmosphere<br>Result<br>Personality<br>Global |

Figure 1: Four dimensional reference framework

The following description of the defined dimensions and categories was also used to test their reliability.
The dimension of concreteness shows the degree of concreteness or abstractness with which the remark was made; the dimension of communication concerns the way in which the remark was made; the dimension of corrective statements shows the corrective value of the remark; and finally the dimension of methodological-didactic statements shows the different subdivisions of teaching.

**3.3. Reliability:**

In order to measure the reliability with which statements were coded, two researchers were trained to independently code the same 787 statements. Due to the fact that research was conducted on a nominal level, the prediction Lambda coefficient was used. Lambda was used symmetrically because in this case the independent variable has no effect.

| DIMENSION | LAMBDA (symmetrical) |
|---|---|
| Concreteness of statement | .89236 |
| Communication of statements | .86047 |
| Corrective statements | .99175 |
| Methodological-didactic statements | .96403 |

Figure 2: Reliability of researchers coding in dimensions

The reliability was pleasing, except with respect to the communication dimension (.86). This was due to confusion between the categories 'advisory' and 'information'. To avoid further difficulties these categories were combined for further analysis.

**3.4. Results of the analysis of guidance-reports:**

**3.4.1. The amount of remarks made by tutors and teacher-educators:**

We determined the difference in the amount of remarks made by tutors and those made by teacher-educators during a 50 minute lesson. The guidance reports for double-period lessons were not taken into account as the length of the class could affect the amount of remarks.

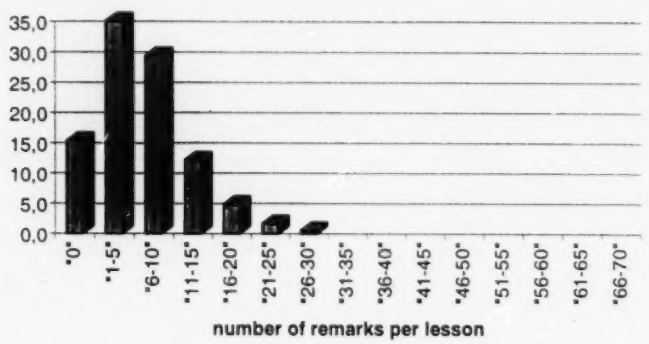


Figure 3: Frequency distribution of the % of remarks made by tutors.

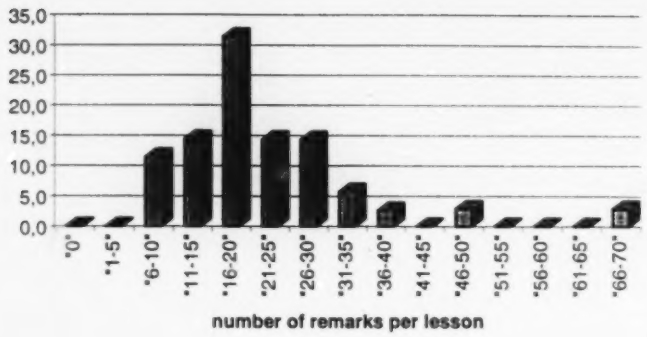


Figure 4: Frequency distribution of the % of remarks made by teacher-educators.

Teacher-educators make, on average, three times more remarks per lesson (21.9) than tutors (7.4).

Of interest in figure 3 is that in 15% of the guidance-reports no comments or judgements are given. The results of a limited survey (125 persons questioned) show that most trainees read their training report before preparing their next lesson ( never: 0%; seldom: 0%; mostly: 12%; always: 87% ).
Is a specific group of tutors responsible for this large percentage of undiscussed lessons, or is it spread over the whole group? We have determined that 23% of the tutors is responsible for undiscussed lessons: 39% of tutors remain under 2%, and 38% always give a written account of the observed lesson.

We were also interested to know if students receive more remarks from their tutor early on in their training, than towards the end of it. We were not, however, able to identify any obvious trend. There was almost no correlation between the amount of remarks and the phase of tuition: thus, prediction was impossible.

### 3.4.2. The analysis of the content of the remarks from guidance-reports:

Each category was included in a frequency chart, per dimension. Tutors and teacher-educators were separated.

BEST COPY AVAILABLE

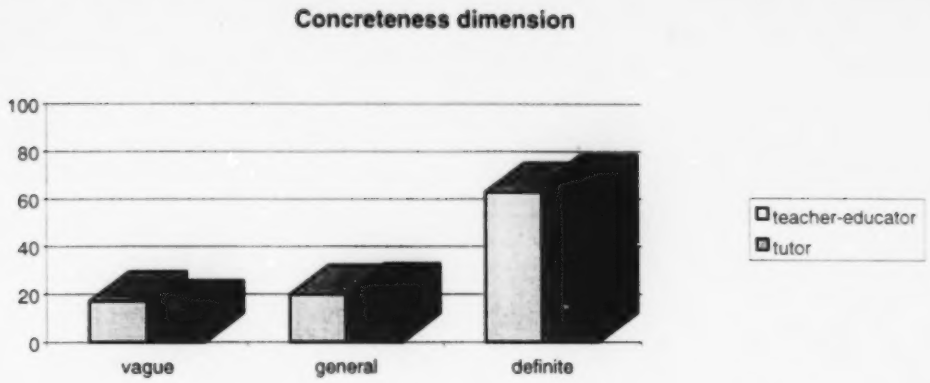


Figure 5: Relative frequency for all categories in the concreteness dimension, for both tutors and teacher-educators.

In the dimension of concreteness of statements (fig. 5) there is a significant difference with regard to the concreteness of remarks between teacher-educators (62.9% 'definite remarks') and tutors (66.3% 'definite remarks').
By comparing the categories it becomes evident that around 65% of all remarks are definite. This is positive, because concrete remarks leave little space for misunderstandings, and have a greater impact on the student.

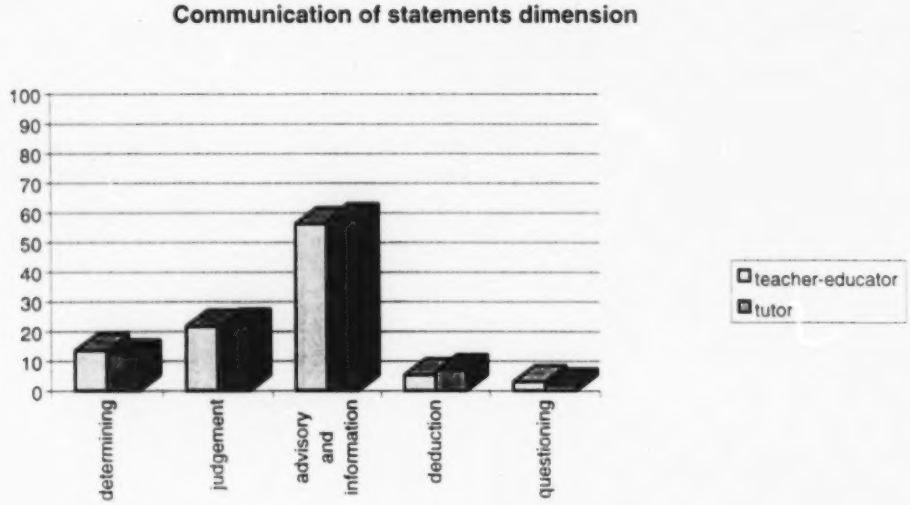


Figure 6: Relative frequency for all categories in the communication dimension for both tutors and teacher-educators.

Due to that fact that little difference was determined (5%) in the dimension of communication between tutors and teacher educators, both categories were combined for further analysis.

The logic behind the communication dimension is as follows: Firstly, observation notes (determining) are made, followed by a positive or negative judgement in light of which additional advice is given, with its possible effects.
According to this method, all categories should be even, except for the category 'questioning'. Figure 6 shows a reasonable figure for information and advice (56.3/57.6%). However 'determining' only represents 13.6/11.7%. This could be explained by the fact that in giving advice the student-teacher knows which element of the lesson the tutor or teacher-educator is referring to. The total for 'deduction' is, in our opinion, far too low (5.4/6.8%) which is disturbing as this element is important in motivating student-teachers to adapt their teaching style.
The 'judgement' category has a total of 21.7/22%, with large differences between tutors. This shows the varied views on guidance within the group of tutors. It was noted that a great deal of judgement was given by 12 of the 29 tutors, whilst 10 of that same group offered little information or advice. They demonstrated the viewpoint that giving a great deal of judgements would induce teaching behavioural changes. The other group of tutors, gave less judgement and more 'advice and information' as a way of guidance.

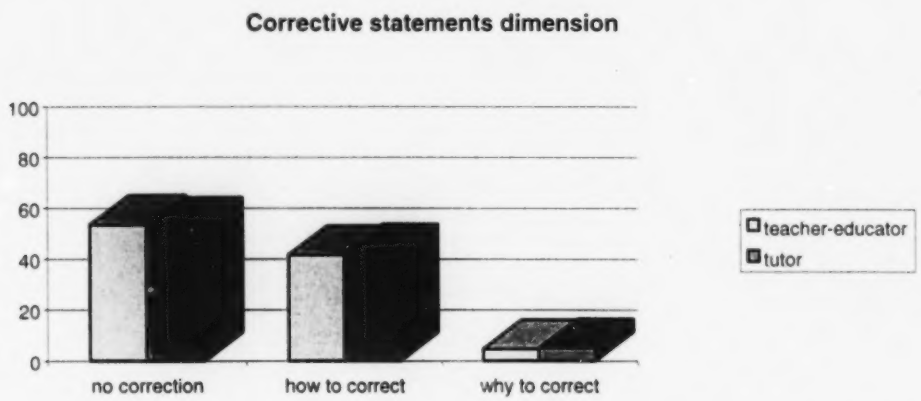


Figure 7: Relative frequency in all categories for the corrective dimension, for both tutors and teacher-educators.

There is no significance in the difference between both categories in the corrective dimension (5%). 41.7/42.3% of remarks suggest how to improve certain areas, but little information is given as to why the methods should be adapted (4.7/5.1%), meant as a motivational factor.

BEST COPY AVAILABLE

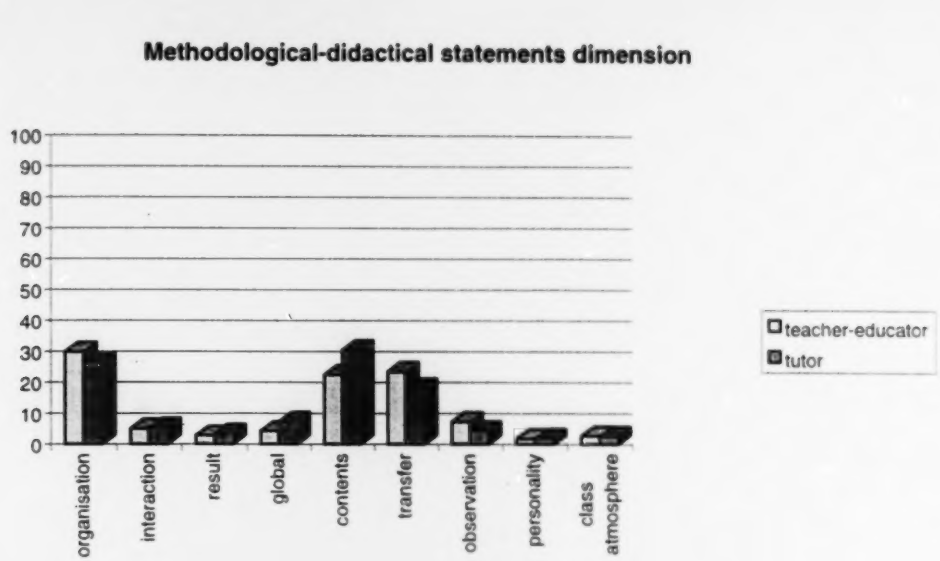


Figure 8: Relative frequency in all categories for the methodological-didactic dimension, for both tutors and teacher-educators.

In the methodological-didactic dimension it became clear that teacher-educators often comment on the organisation of lessons (sig. 5%) and on how subject-matter is explained (sig. 1%), whilst tutors comment more frequently on the content of lessons (sig. 1%). This is logical as tutors have a greater practical experience, whilst teacher-educators focus more on the organisation of lessons, the way subject-matter is explained, and observation of students (sig. 1%). Remarks regarding the lessons as a whole are also given more frequently by teacher-educators (1%). There are no significant differences in other categories.

On comparing categories it becomes obvious that organisation and content are of great importance. Considering that these are student teachers, organisation and content are essential elements in order to allow other aspects of teaching to develop. Remarks concerning the explanation of subject matter are also relatively frequent (23.5/18.1%).
Also of importance in the training of teachers is the observation of pupils and giving individual feedback. Nevertheless, few remarks are made in this area (7.3/4.3%). Interaction is also given little attention in guidance reports (5.1/5.4%), despite the fact that this is an important aspect of teaching.

### 3.5. Conclusions

This research has highlighted several issues which should lead to the adaptation of the role of tutors and student-teachers, when the objectives of their guidance are compared with what actually goes on in the supervision of student-teachers.

The following conclusions were made:

* *The amount of remarks made per lesson depends more on the tutor or teacher-educator than on the student-teacher.*
This observation could lead us to believe that it would be better for student-teachers to teach in different classes so that they could receive feedback from several different tutors. It would also be of use if several different teacher-educators would visit the student. This is, in our opinion, not compatible with the idea that student-teachers need to build up a rapport with their pupils, in order to work on their teaching skills within the relationship with their pupils. Another disadvantage of this view is that it does not consider the importance of a trusting relationship with the tutor.

* *The amount of remarks made per lesson by one tutor to their student is not time-related: there is no relationship between the amount of comments made and the phase of training.*
This conclusion is interesting as we had expected a reduction in the amount of remarks as the training period progressed. We thought that once the tutor had discussed certain problem areas with the student, the amount of remarks regarding this problem would reduce. This is obviously not the case. This shows that guidance is unstructured, and that each lesson is seen as a new starting point.
Instead of being used for the selection of certain points to be worked on by the student, guidance is seen as an evaluation of each lesson taught by the student.

* *Teacher-educators make, on average, three times more written remarks than tutors.*
This could be explained by the fact that teacher-educators, unlike tutors, are given the task to check and judge their students whilst visiting classes. They see only one or two lessons per visit, and are expected to produce a written report which is taken into account while judging the student on completion of the training program. It would perhaps be useful to create clearer definitions of the task of both tutor and teacher-educator.
This conclusion does not imply that oral discussions by the teacher-educator take three-times longer than those conducted by tutors.

* *Teacher-educators give more feedback with regard to the organisation of the lessons and study-material, whilst tutors focus on the study-material itself.*
This seems logical as teacher-educators are specialised in didactics and methodology in the training institute, and are therefore better placed to oversee the application of these principles in practice. Due to their role with regard to teaching-plans, tutors tend to focus their remarks more on the study-material.

Written guidance reports give us certain information regarding the guidance process, but it is also important to analyse the oral guidance discussions and, where possible, to compare both in order to see if the same tendencies are also present in this area of guidance.

BEST COPY AVAILABLE

## 4. Analysis of oral guidance discussions conducted by the teacher-educator:

### 4.1. Research method:

It is not possible to use the same method of coding as with the written reports, as this method would not take into account the interaction process or the teacher-educator's approach in the guidance discussion. For this reason we opted for an existing system of analysis which had already proved its use in the domain of research. After analysis of eight research systems[2] used in the analysis of guidance discussions, we opted for BRUNELLE (1978) designed by the Department of Physical Education at Laval University in Canada.

72 guidance discussions for 9 students conducted by 4 different teacher-educators were recorded onto audio-cassette. The teacher-educators rotated so that each conducted roughly two discussions with each student-teacher.

Transcripts of the discussions were made, and divided into 9975 coding-units, which were coded according to our modified version of Brunelle, after which a descriptive analysis was made of each discussion.

---

[2] In studying this system it became apparent that there are three systems specifically targeted towards clinical supervision, namely the MOSAICS system created by WELLER (1980); STACS created by THORLACIUS (1980) en ZEICHNER & LISTON's system (1985). Because they are meant for clinical observation these systems are unsuitable for use in analysing educational discussions, especially when supervisors have not been specially trained, as was the case in our study.
BROWN & HOFMAN's system (1966) works with a category system where the categories partially overlap each other. The system has not been tested in actual research circumstances, which means that its use is not advisable.
HEIDELBACK's system (1967) is also limited in its usefulness due to its one-sided analysis of the supervisor's behaviour, and its focus on primary education. This system was not selected as our research focused on higher secondary education.
Information received from BLUMBERG's system (1970) is based on three second intervals. The results from the different matrixes only give information on regular behaviour, and ignore occasional occurrences. Two other systems, BRUNELLE (1978) and GRIFFIN (1983) code all behaviour, however brief.
These last two systems are comparable and show several similarities such as the degree to which teacher-educator and student speak, and determination of the topic of conversation. The method of coding is also the same. The Brunelle system has two more dimensions than Griffin. These additional dimensions give us information about the style of interaction and the guidance strategy. Despite the fact that Griffin is less labour intensive, due to the fact that transcripts of the audio cassettes are not necessary, we opted for Brunelle's analysis system because it is theoretically based on five specific rules. This theoretical framework fits in well with the context of our research.

### 4.2. The reference framework for analysis

BRUNELLE (1978) was used as the basis for the creation of a coding-system modified to suit the needs of our research. After a training period with the system the category 'measuring' was excluded from the dimension 'guidance strategy' because the content of this category was not clear, and during the training period nothing was coded into this category. The category 'irrelevant' was also excluded as each discussion-unit from this category could be coded elsewhere. 'Plans from other fazes in the guidance discussion' was excluded from the fourth dimension, regarding 'topic of discussion', because it was ill-placed in this setting. Instead, 'aims' and 'relationship with pupils' were added to this dimension because emphasis is placed on these areas during the training of the students being studied.

| DIMENSIONS | CATEGORIES |
|---|---|
| The person speaking | Tutor<br>Student-teacher<br>about a new subject, without prompting<br>about an on-going subject, without prompting<br>the expected answer to a question |
| Style of interaction | Giving information<br>explanation oriented<br>command oriented<br>Attempt to involve other participant<br>ask for an explanation<br>feelings<br>reviewing questions<br>verification statements |
| Guidance strategy | Descriptive<br>Suggesting solution<br>Identifying causes<br>Positive evaluation<br>negative evaluation<br>approval<br>disapproval |
| Topic of discussion | Plan for discussion of lesson<br>Aims<br>Educational content<br>Organisation<br>in general<br>regarding pupils<br>regarding material<br>regarding order in the classroom<br>Relationship with pupils<br>Personality characteristics<br>Irrelevant |

Figure 9: Reference framework for coding guidance discussions

These four dimensions refer to five principles to be adhered to by the teacher-educator, created by BRUNELLE in 1978 for conducting guidance discussions.

The first principle suggests that the supervisor must ensure that the guidance discussion can progress in an open atmosphere, where discussion is possible. It is important that students can broach new subjects without waiting to be asked by the supervisor. The teacher-educator must be prepared to listen.

A second principle allows the supervisor to orientate the student's teaching style toward the improvement of teaching behaviours of the student-teacher without attempting to alter his or her personality.

The third principle gives the supervisor the task of helping the student solve teaching problems efficiently so that they learn to approach such difficulties independently.

The fourth principle shows that the supervisor must allow the student to experiment with new techniques which could be incorporated into his or her teaching style. Communication during the guidance discussion should lead to the possibility to try out proposed solutions.

Finally, the supervisor must judge the student on the basis of observed and measurable behaviour, not vague impressions.

In considering these five principles, similarities with the guidance method created by KORTHAGEN and LANGERWERF (1996) become evident. Their theory is used in training professional supervisors. They focus on the importance of allowing the student to feel secure. This confirms the BRUNELLE's first principle - building up a trusting environment with the student. Non-intimidating confrontation by the supervisor in showing discrepancies, is taken up in phase three of KORTHAGEN's spiral model (1988). This overlaps with Brunelle's fifth principle where feedback is seen as describing observable and measurable actions. STEVENS, VAN HOREBEEK & COENJAERTS (1997) also believe that feedback, coupled with observation, must be concrete. Brunelle's third principle plays a key role here: "the student will learn to find his or her own solutions". This principle is the key to Korthagen's fourth phase. Brunelle's fourth principle overlaps with Korthagen's fifth phase. Here, the supervisor must ensure that the student can experiment with new behaviour techniques. The second principle, however, cannot be methodologically placed because it concerns an aim for the guidance discussion: "the guidance discussion must aim towards improving the student's teaching skills." This is the primary aim of our guidance program which prepares its' students on a practical level. This is also the main difference between our program and other distanced guidance styles which take a more personal approach. Our research is only concerned with guidance after having observed the student at work, because this is still the typical style of guidance in Flanders.

### 4.3. Reliability

In order to measure the reliability of coding into the different dimensions, as with the written reports, two researchers coded the same 1016 discussion units. The prediction coefficient Lambda was used again.

| DIMENSION | LAMBDA (symmetrical) |
|---|---|
| The person speaking | 1.0000 |
| Subsection 'student' | 0.9368 |
| Style of interaction | 0.9881 |
| Subsection 'giving information' | 0.8867 |
| Subsection 'trying to involve the participant' | 0.6756 |
| Guidance strategy | 0.9389 |
| Topic of discussion | 0.9961 |
| Subsection 'organisation' | 0.9450 |

Figure 10: Reliability of the researchers in coding the different dimensions of guidance discussions

As shown in fig. 10, reliability was pleasing with the exception of the subcategory 'attempt to involve the other participant'. Due to the fact that fluctuations in these subcategories are possible, they will not be separately taken into account for further discussion.

### 4.4. The results of the analysis of guidance discussions

#### 4.4.1. The amount of interventions made by students and teacher-educators

As was the case with the written reports, there are significant differences (1% level) between the total amount of discussion units for teacher-educator and student in the guidance discussions. Figure 11 shows an overview of all of the guidance discussions combined per teacher-educator, and per student.

| Interventions of the teacher-educator per teacher-educator | | |
|---|---|---|
| Teacher-educator | absolute frequency | relative frequency (in %) |
| A | 2749 | 27.6 |
| B | 2047 | 20.5 |
| C | 2492 | 25.0 |
| D | 2687 | 26.9 |
| Total for all teacher-educators | 9975 | 100.0 |

BEST COPY AVAILABLE

| Interventions of the teacher-educator per student | | |
|---|---|---|
| Student | absolute frequency | relative frequency (in %) |
| 1 | 1213 | 12.2 |
| 2 | 1010 | 10.1 |
| 3 | 1223 | 12.3 |
| 4 | 961 | 9.6 |
| 5 | 1061 | 10.6 |
| 6 | 1185 | 11.9 |
| 7 | 1041 | 10.4 |
| 8 | 919 | 9.2 |
| 9 | 1362 | 13.7 |
| Total for all students | 9975 | 100.0 |

Figure 11: Frequency of the total amount of 'interventions' per teacher-educator and per student

When considering interventions as a certain time-span it becomes obvious that teacher-educator B spends considerably less time on conducting discussions than the other teacher-educators.
The result of the significance calculated with the "Chi-square" shows that, as with the written guidance reports, the length of the discussion can vary according to the teacher-educator conducting the discussion.
For the students, the amount of discussion units varied between 9.2% and 13.3%.
Due to these significant differences we can conclude that, unlike with the written guidance reports, the length of the discussion can also vary according to the student for whom the discussion is conducted.

### 4.4.2. Analysis of the content of the guidance discussions

The information taken from the guidance discussions can be identified as follows: the amount of discussion units in which the teacher-educator is speaking, and the amount of discussion units in which the student is speaking. Within the discussion units where the teacher-educator is speaking, style of interaction and guidance strategy can be analysed. The topics of discussion can also be traced.

This analysis of the content shows significant differences between the teacher-educators. It is safe to assume that, as with the written guidance reports, the teacher-educators use the same technique for conducting guidance discussions.

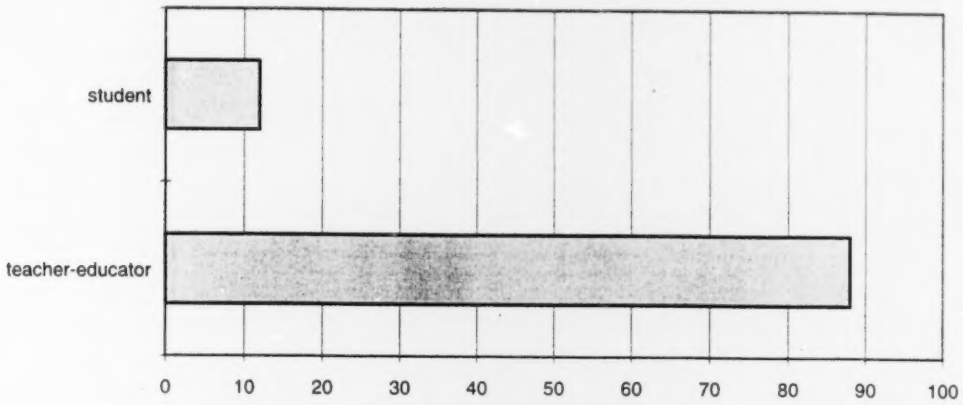


Figure 12: Average relative frequency of the speaker during guidance discussions.

These results do not comply with the expectations for a professional teacher-educator, when one considers that a guidance discussion should be carried out in an open atmosphere where discussion is possible, and where the student should be able to propose his or her own solutions for adapting their teaching style. Figure 12 does not suggest that such a discussion pattern is adhered to in guidance discussions. It shows quite the opposite. Teacher-educator B is responsible for 92.5% of all discussion units in his discussions, and he has, on average 5% less discussion units than other teacher-educators.

In general we can conclude that guidance discussions are strongly led and dominated by the teacher-educators. In a guidance discussion based on the student, the student should himself be speaking for at least half of the discussion. (KOK, KONIG & LINTELO, 1983).

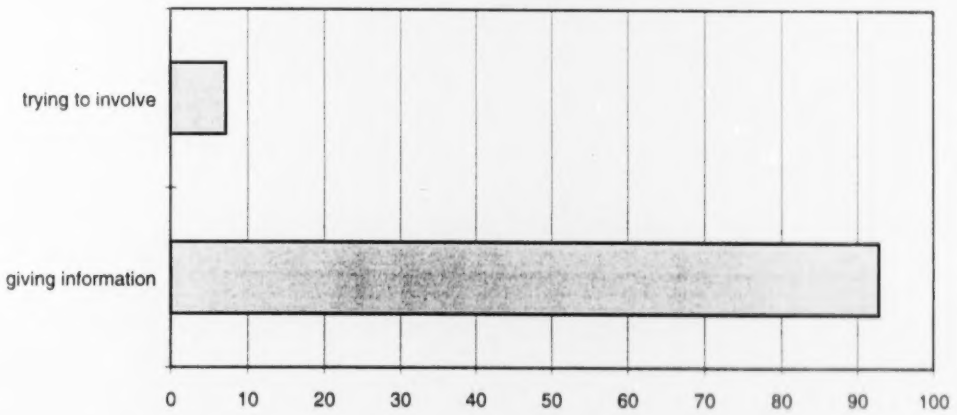


Figure 13: Average relative frequency of 'style of interaction' categories.

BEST COPY AVAILABLE

Considering the fact that the student mostly complies to the teacher-educator's approach to the discussion, and not the other way round (PERLBERG & RHEODOR, 1975), it is important that the teacher-educator should take the initiative to involve the student in the discussion. In our case teacher-educators make only a minimum effort to involve their students in the discussion.

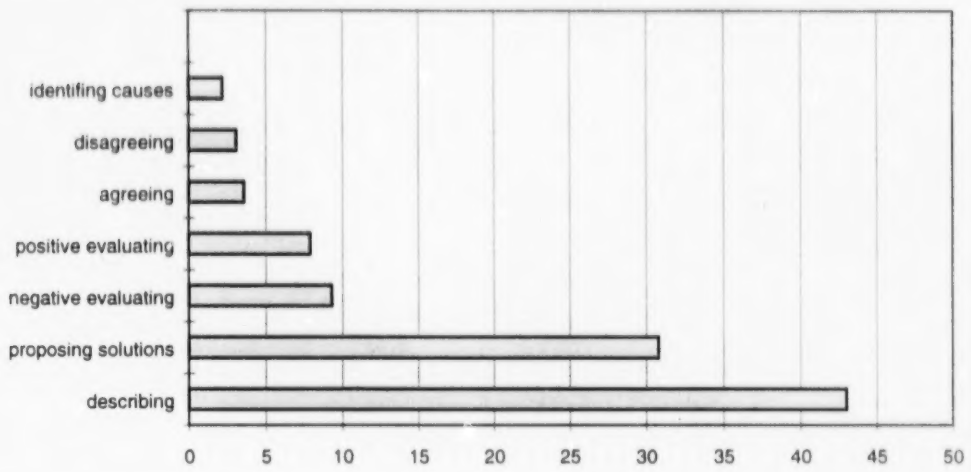


Figure 14: Average relative frequency of 'style of guidance' categories.

For more than half of the interventions made by the teacher-educator the teaching style of the student was discussed (43%), and the teacher-educator suggested several solutions (30.8%). This is diametrically opposed to the idea that the student should create his or her own solutions in order to learn to approach teaching problems efficiently.

The fact that teacher-educators make little effort to incorporate the students' opinions suggests obviously one-sided communication.

The amount of discussion units related to positive and negative evaluation is roughly even (7.9% and 9.3% respectively). Related literature suggests that positive feedback has a greater effect than negative feedback. In other words, it is important to focus on positive or successful teaching, and to limit the negative points so that they can be turned into lessons for the student.

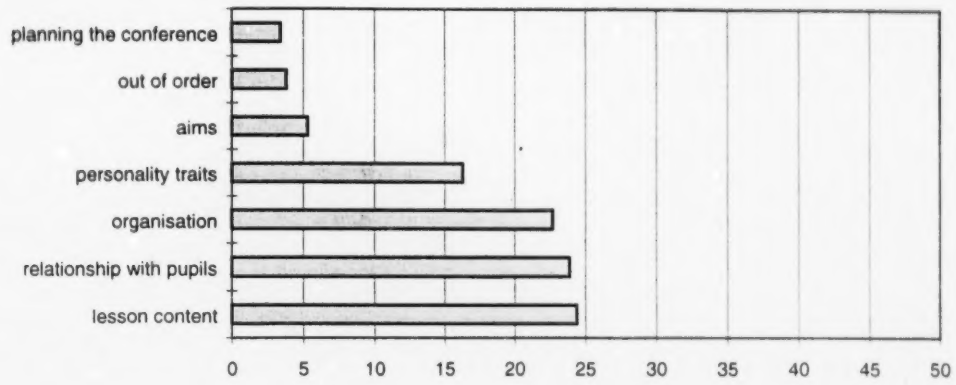


Figure 15: Average relative frequency for categories within the topic of discussion.

As was the case with the written reports, it is clear that 'lesson content', 'relationship with pupils' and 'organisation' are important topics of conversation.
In our opinion, comments referring to the student's personal traits are far too frequent here (16.3%), something that was not a problem in the written reports. Based on the idea that guidance discussions are meant to adapt teaching techniques without trying to change the student's personal characteristics, such comments must be drastically reduced.

The category 'aims' is fairly unrepresentative. This allows us to conclude that little attention is paid to aims and the method of evaluation with regard to the student's achievement of these goals.

### 4.5. Conclusions

Based on our reference framework, four conclusions can be made regarding the way in which guidance discussions are conducted in the Flemish teacher training system.

*1. The teacher-educator speaks for the majority of the discussion.*
The aims of the discussion, based on a utilitarian perspective, namely learning to reflect, cannot be achieved. A teaching or reflective discussion is out of the question in this guidance context.

*2. The guidance style is informative, and the teacher-educator makes little effort to involve the student in the discussion.*
This conclusion involves the supervisor's interaction style. Contribution to the discussion is very one-sided on the part of the teacher-educator, and the discussion is based on the teacher-educator's reference framework. The teacher-educator's contribution to the discussion is dominant. Once this pattern has been estabished it is difficult for the student to take any initiatives and participate independently (KOK KONIG & LINTELO, 1983).

BEST COPY AVAILABLE

*3. The teacher-educator's strategy for making conclusions in based on a closed guidance framework.*
CORPORAAL (1984) refers to an open or closed guidance structure. Our case is definitely one of closed guidance, created by the teacher-educator. This leads to the conclusion that advising and judging discussions are considered more important than discussions based on feedback and assistance.

*4. The topics of discussion broached by the teacher-educator focus chiefly on lesson content, organisation and relationship with pupils.*
This leads us to conclude that the guidance discussions focus on professional orientation based on what is usual in the field, instead of orientation based on complementing the personal function (CORPORAAL, 1994).

**5. Discussion on supplementing teacher education**

In analysing the current tendencies in guidance didactics, one can conclude that guidance based on advice and judgement is inadequate in training students to become professionally functioning teachers. Both written reports and oral guidance discussions were analysed. These forms of guidance should not be seen as negative, but should be supplemented (not replaced!) with supervision methods which stimulate reflection and research on the part of the students.

Different types of guidance could be combined in teacher training. We would be able to work with a double guidance framework. Firstly, this would mean guidance carried out by teacher-educators, during which lessons are observed and then discussed focusing on advice and judgement. Secondly, this framework would allow distanced supervision where supervisors, who do not observe the student's lessons, assist the students on a personal level allowing the students to learn to reflect and to include their personality in their teaching style.
The problem with this double framework is that it must be based on the same philosophy of education for all participants. Insight is also needed to ensure that the roles fulfilled by the teacher-educators complement each other. This is more a strategic problem, than one of content (VAN LOOY & GOEGEBEUR, 1993).

Finally, we can conclude that a lot must change before student guidance can be seen in all its aspects as a complete training method. This should not, however, allow hesitation in doing everything possible to improve the efficiency of the student guidance. A double guidance framework is hereto a possible solution.

**References:**


BLUMBERG, A., Supervision as interpersonal intervention, **Journal of Classroom interaction**, 13 (1), 1977, pp. 23-32

BRUNELLE, J., **Contribution of teaching analysis to the professional training of cooperating teachers in physical education**, AIESEP, Yearbook, 1978, Vol.2, pp. 59-68

CORPORAAL, A.H., **Bouwstenen voor een opleidingsdidactiek. Theorie en onderzoek met betrekking tot cognities van aanstaande onderwijsgevenden**, Proefschrift Rijksuniversiteit Leiden, De Lier Academisch Boekencentrum, 1988, pp. 209

GRIFFIN, G.A., et al., **Clinical preservice teacher education : final report of descriptive study**, Washington, 1983, ERIC microfiche ED 240 101

KOK, J., KONIG, A., LINTELO, H., **Het begeleidingsgesprek in de opleiding**, 's Hertogenbosch, KPC, 1983, pp. 104.

KORTHAGEN, F.A.J., **The influence of learning orientations on the development of reflective teaching**, In CALDERHEAD, J., (ed.) Teachers' professional learning, Falmer Press, London, 1988, pp. 35-50

KORTHAGEN, F., LANGERWERF, B., Reframing the relationship between teacher thinking and teacher behavior: levels in learning about teaching. **Teachers and Teaching: theory and practice,** 1996,vol. 2, nr 2, pp.161-190

PERLBERG, A., THEODOOR, E., Patterns and styles in the supervision of teaching, **British Journal of Teacher Education**, 1975, jg 1, nr 2, pp. 203-211

STEVENS, J., VAN HOREBEEK , G., & COENJAERTS, D., Coachen in het onderwijs? , **Impuls**, jg 45, nr 2, 1997, pp. 68-74

THORLACIUS, J., **Changes in supervisory behavior resulting from training in clinical supervision**, Washington, 1980, ERIC microfiche ED 211506

VAN LOOY, L., GOEGEBEUR, W., Dubbelspoorbegeleiding tijdens stage in de academische lerarenopleiding. Voor een veranderende invulling van de institutionele stagebegeleiding, **Persoon en Gemeenschap**, jg 45, nr 5, 1993, pp. 180-197

WELLER, R., **Verbal communication in instructional supervision**, New York, Teachers College Press, 1971, pp. 203

ZEICHNER, K.M., LISTON, D., Varieties of discourse in supervisory conferences, **Teaching and Teacher Education**, 1985, 1 (2), pp. 155-174


BEST COPY AVAILABLE